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ABSTRACT

The primary role of institutional research during the 1980's will be the support of the academic planning process during a period of contraction and reallocation. Factors that will affect the ability of institutional research to effectively support academic planning are discussed, and criteria are listed for judging the extent to which the required support is provided. The sequence for developing support involves a directive phase in which the institutional researcher holds the initiative, a nondirective phase in which the academic decision-maker holds the initiative, and a shared phase. Marshall University's pilot implementation of the three phases of developing institutional research support for academic planning is described. The sequence of development for support was relatively successful and provides a model that may be generalized to other institutions. Appended are data on faculty, students, and instructional programs. (SW)

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EFFECTIVELY SUPPORTING ACADEMIC PLANNING THROUGH INSTITUTIONAL RESEARCH IN THE 1980's

Presented to the
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EFFECTIVELY SUPPORTING ACADEMIC PLANNING

THROUGH INSTITUTIONAL RESEARCH IN THE 1980's

Academic planning has "co-existed" with institutional research for a number of years in a relationship on many campuses that resembles "detente". These separate entities have agreed to work together when it is in their mutual benefit. However, they have retained their innate suspicions of each other's motives. The effective support of the academic planning process by institutional research during the period of the 1980's, in the midst of an environment of potential reallocation and retrenchment, represents one of the greatest challenges facing higher education today. Unless the decisions reached during the 1980's are well founded and informed decisions which are accepted by the majority of the academic community as constituting reasonable judgments, the fabric of American higher education stands an even greater degree of danger of being shredded.

The criteria for assessing the degree of success and extent to which institutional research will effectively support academic planning are numerous. Among the questions which must be addressed in assessing the extent of support are:

1. Will the support focus upon key decisions in academic planning?--Often the current support involves a focus upon the peripheral issues, rather than upon coming to grips with the fundamental questions.

2. To what extent will the supporting information be provided in an accurate, timely and readable condition?--This criteria is the most technically demanding yet perhaps easiest accomplished.

3. How much will the information provided be utilized in the decision making process?--What evidence will exist to indicate that the data precluded obviously unsupportable decisions and guided the decision makers ultimate judgment?

4. Will the supporting information lend credibility to the academic planning decisions made?--What aspects of the decisions will be questioned by those affected?

5. Will a climate of mutual support be created between academic decision makers and institutional researchers?

Essential Factors Impacting the Effectiveness

Of Institutional Research Support for Academic Planning

A number of factors will have a profound impact upon the ability of institutional research to effectively support academic planning in the 1980's. Initially, the seemingly obvious recognition of the need for mutual cooperation

in academic planning between academic decision makers and institutional researchers will provide a potential impediment on many campuses. Academic planning on many campuses has been conducted in the past by deans and departmental chairpersons using relatively unsophisticated methods which sufficed during the period of growth and stability in the 1960's and 1970's. These methods will not bear the burden of the decisions required during the 1980's and as academic decision makers more clearly become aware of the inadequacy of their existing traditional procedures the need for an information supported academic planning process will become almost an imperative. For their part, institutional researchers have, in many cases, recently become enthralled with budgeting, information systems technology, and other transient issues in higher education and have lost sight of the essential academic purpose of their institutions. During the early 1980's, the press for academic planning support information should be sufficient to cause the current "trends" in institutional research to return to the academic planning process.

The second factor relates to the willingness of traditional academic administrators to alter the almost entirely subjective model which prevails in academe' and use information in decision making, as well as in the explanation of decisions. Most academic decision makers in positions of responsibility in the 1980's will have "come up through the ranks" and have been accustomed to an essentially political decision model. These administrators will in many cases have been exposed to the concepts of data based decision making and will be aware of the extent to which this concept can serve as a "cloak of respectability" for their actions. In order for the institutional research support of academic planning to be truly effective, these decision makers must, at the very least, alter somewhat their essentially political decision model and more fully utilize the data provided to make the difficult decisions ahead, as well as to explain those decisions.

The third factor bearing upon institutional research's effective support of academic planning relates to the capability of academic administrators and institutional researchers to be receptive to communication between one another. No longer can the institutional researcher ask the all too fruitless question of, "What information do you need to make the decision?" The institutional researcher will need to provide examples of the types of data which can be provided to support decision making and then "listen" to the subtleties of his users' response. This "listening" involves not only auditory acuity, but observation of the way in which the data are utilized. On the part of the academic administrators, it requires awareness of the limitations of the data provided and the cost involved in its preparation. This awareness must lead to the institutional commitment of the resources necessary to provide the level of information desired.

The final factor relates to the capability of institutional research to provide the information for academic planning. With the advance of computer technology and the development of operational data bases on most campuses, it is only rarely that this will present a significant impediment during the mid to latter 1980's.

Sequence for Development of Effective Institutional Research Support for Academic Planning

Of the factors last outlined, the recognition of the need for mutual support

between academic administrators and institutional researchers and the capability to deliver the information required for academic planning will probably be in existence on most campuses during the 1980's. The continuation of more traditional methodologies for academic planning should have reached an obviously untenable position early in the 1980's and the expanding data bases available on most campuses should provide more than ample technical capability for information production. Assuming these conditions have been met, the principal factors which remain relate to the actual use of the data in decision making and the nature of the interpersonal relationships between institutional researchers and the academic decision makers in the academic planning process. While each campus will find a slightly different process for coping with the need for effective institutional research support of the academic planning process, the following three phase sequence (Directive, Non-directive, Shared) is suggested as one which is potentially capable of being generalized among institutions.

Directive Phase

In this initial phase of developing effective institutional research support of academic planning, the institutional researcher holds the initiative. Once the recognition of need and the availability of information are satisfied, the institutional researcher should conduct his own analysis of the essential informational needs required for academic planning decisions on the campus. While academic administrators should be consulted, primary responsibility rests with the institutional researcher. Following this initial analysis, preliminary information concerning academic planning is provided to the decision makers. At this point, the institutional researcher must "listen" carefully to the responses of the users, and observe the extent to which the information is focused on the essential decisions and is used in the decision making process. The institutional researcher must then be responsive to the user's reactions and adapt the initial data to better suit the needs of the users. During this phase it is important to understand that while the provision of the data required is of apparent importance, the creation of an impression of responsiveness by the institutional research component to the needs of the academic planners is as important. Once this initial phase is completed, a core of mutually agreed upon, jointly refined, and decision focused information is established for academic planning.

Figure #1

Sequence for Development of Effective

Institutional Research Support for Academic Planning

Role of Participants & Nature of Information	DIRECTIVE PHASE
Initiator Role	Institutional Researchers
Reactor Role	Academic Administrators
Nature of Information	Core of Initially Identified Information for Academic Planning Decisions

Non-Directive Phase

The initiative during this second phase should come from the academic planners and decision makers. The institutional researcher during this phase will be in an openly responsive position to the request of academic planners. The institutional researcher should conduct what amounts to almost a "public relations campaign" on the campus to freely solicit suggestions from academic planners and administrators for additional studies relating to their needs. Once these required studies have been identified, a group decision making process concerning the assignment of priorities should be conducted and the studies accomplished to the extent that resources permit. During this phase, the service orientation of the institutional research component must be brought to its highest level of visibility.

The result of this phase should be a set of supplementary data concerning academic planning which highlight specific issues of concern to academic administration within the more general context of academic planning. These studies will be characterized by a narrowed focus and more detailed information than provided in the directive phase.

Figure #2

Sequence for Development of Effective

Institutional Research Support for Academic Planning

-	DIRECTIVE PHASE	NON-DIRECTIVE PHASE
Initiator Role	Institutional Researchers	Academic Administrators
Reactor Role	Academic Administrators	Institutional Researchers
Nature of Information	Core of Initially Identified Information for Academic Planning Decisions	Supplementary Information Concerning Detailed Aspects of Academic Planning Decisions

Shared Phase

During the final phase of development of effective institutional support for academic planning, firm working relationship based upon the initial two phases of the process should provide for an openness and exchange of initiatives between institutional researchers and academic decision makers that will lead to genuinely effective institutional research support of academic planning. The phase should be characterized by a free "give and take" of ideas and opinions regarding academic planning and institutional research. Academic decision makers should feel the capability of commenting on the institutional research procedures and priorities, while institutional researchers become more active in the consultant role concerning academic decision making.

The results of this phase are less easily identified than those of the Directive and Non-Directive Phases. As institutional researchers and academic administrators review the results of the first two phases, it is hoped that, based upon the mutual trust developed, they jointly will begin to address some of the more fundamental issues regarding questions of why certain aspects of the institution's academic operations exhibit characteristics different from the balance of the institution or the expectations of the decision makers.

Figure #3

Sequence for Development of Effective

Institutional Research Support for Academic Planning

-	DIRECTIVE PHASE	NON-DIRECTIVE PHASE	SHARED PHASE
Initiator Role	Institutional Researchers	Academic Administrators	Institutional Researchers & Academic Administrators
Reactor Role	Academic Administrators	Institutional Researchers	Academic Administrators & Institutional Researchers
Nature of Information	Core of Initially Identified Information for Academic Planning Decisions	Supplementary Information Concerning Detailed Aspects of Academic Planning Decisions	Information Concerning Basic or Fundamental Issues in Academic Planning

As a result of this sequence, a foundation or core of essential information designed to support academic planning, as well as supplementary, detailed information requested by academic administrators, will exist. Additionally, the interpersonal relationships between institutional researchers and academic decision makers should have developed to the point that the substantive issues in academic planning can begin to be addressed.

Partial Implementation of a Sequence for Development

Of Effective Institutional Research Support for Academic Planning

During the period of July, 1976 through July, 1978 a partial pilot implementation of the sequence described was conducted at Marshall University. The following describes that pilot implementation.

Directive Phase (July, 1976-June, 1977)

During this period an institutional research component at Marshall University focused its developing series of analytic studies on decisions regarding faculty resource allocation and degree program review. The office conducted a preliminary analysis of the information requirements necessary to support academic planning

and decision making in these areas with the assistance of several academic administrators on the campus. Based upon this initial analysis, three departmental studies concerning faculty characteristics (Staffing Summary, see Appendix A), instructional productivity (Instructional Activity Analysis, see Appendix B), and faculty salary discrimination by sex (Staffing Summary II, see Appendix C) were provided during the Fall Semester. In addition, information concerning the characteristics of students in each degree program (Student Statistical Profile, see Appendix D) and the relationship between degree program enrollment and course enrollment (Contribution and Consumption Reports, see Appendix E) were also distributed.

User responses to these initial studies were carefully observed. The Deans requested inclusion in Staffing Summary (Appendix A) of faculty members on leave of absence and sabbatical. Numerous suggestions including, costing of graduate assistants and departmental chairmen to each department, exclusion of independent studies and student research, and the adjustment of split graduate/undergraduate courses were made to Instructional Activity Analysis (Appendix B). In each of these cases the requested revision was accomplished. Only in the case of Staffing Summary II (Appendix C), relating to faculty salary discrimination by sex were requested changes concerning consideration of the Master of Fine Arts as a terminal degree not implemented due to external relations with the Department of Labor.

In addition, both of the studies concerning instructional degree programs were modified to provide identical data concerning the concentrations or "local majors or concentrations" within each degree program.

The first or directive phase of the process was completed with the establishment of the core of essential information for academic planning depicted below by the close of June 1977.

Figure #4
Core of Essential Information for Academic
Planning Resulting from Directive Phase

Non-Directive Phase (July, 1977-June, 1978)

During the early portion of this phase the institutional research component published a revised fact book and made verbal presentations before each of the colleges in the University. As a result of these efforts and the desire on the part of academic administrators for further information concerning specific academic planning issues, a number of supplementary studies were developed. Among these were studies relating to evening courses (see Appendix F), multiple section offerings (see Appendix G), and grade point averages by department and college (see Appendix H). Additionally, the institutional research component was asked to support the development of a series of operational faculty/student staffing ratios for the purpose of guiding faculty position allocations on the campus. At the suggestion of the institutional research component, the initial request was modified slightly so as to provide a more consistently usable set of ratios for each department.

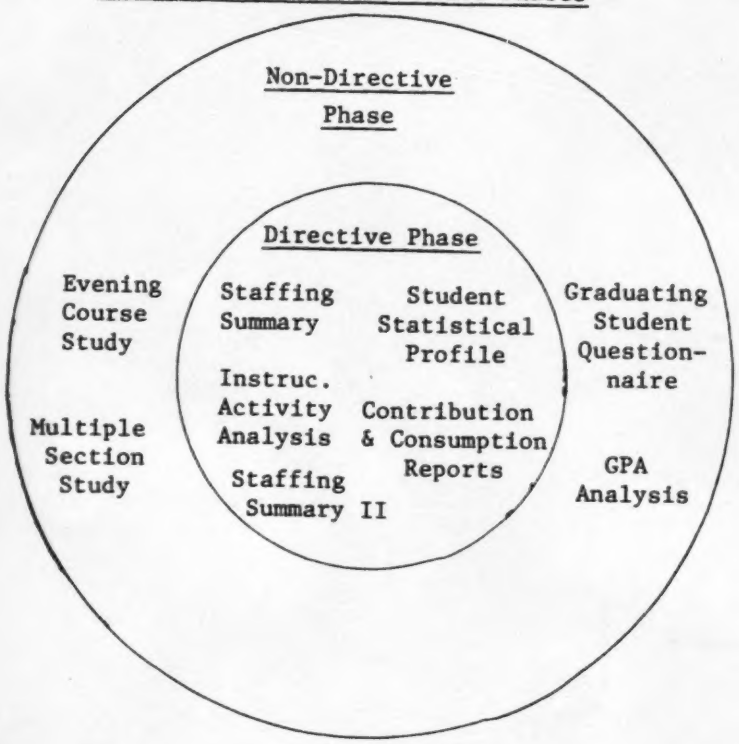
During this period, the academic community indicated an interest in and the need for information concerning the reaction of graduating students to their degree programs at Marshall University. The institutional research component prepared, in consultation with the Council of Deans, a recurring questionnaire on this subject which was implemented in the Spring Semester 1977.

Figure #5

Core of Essential Information for Academic Planning

And Supplementary Information Resulting From

Directive and Non-Directive Phases



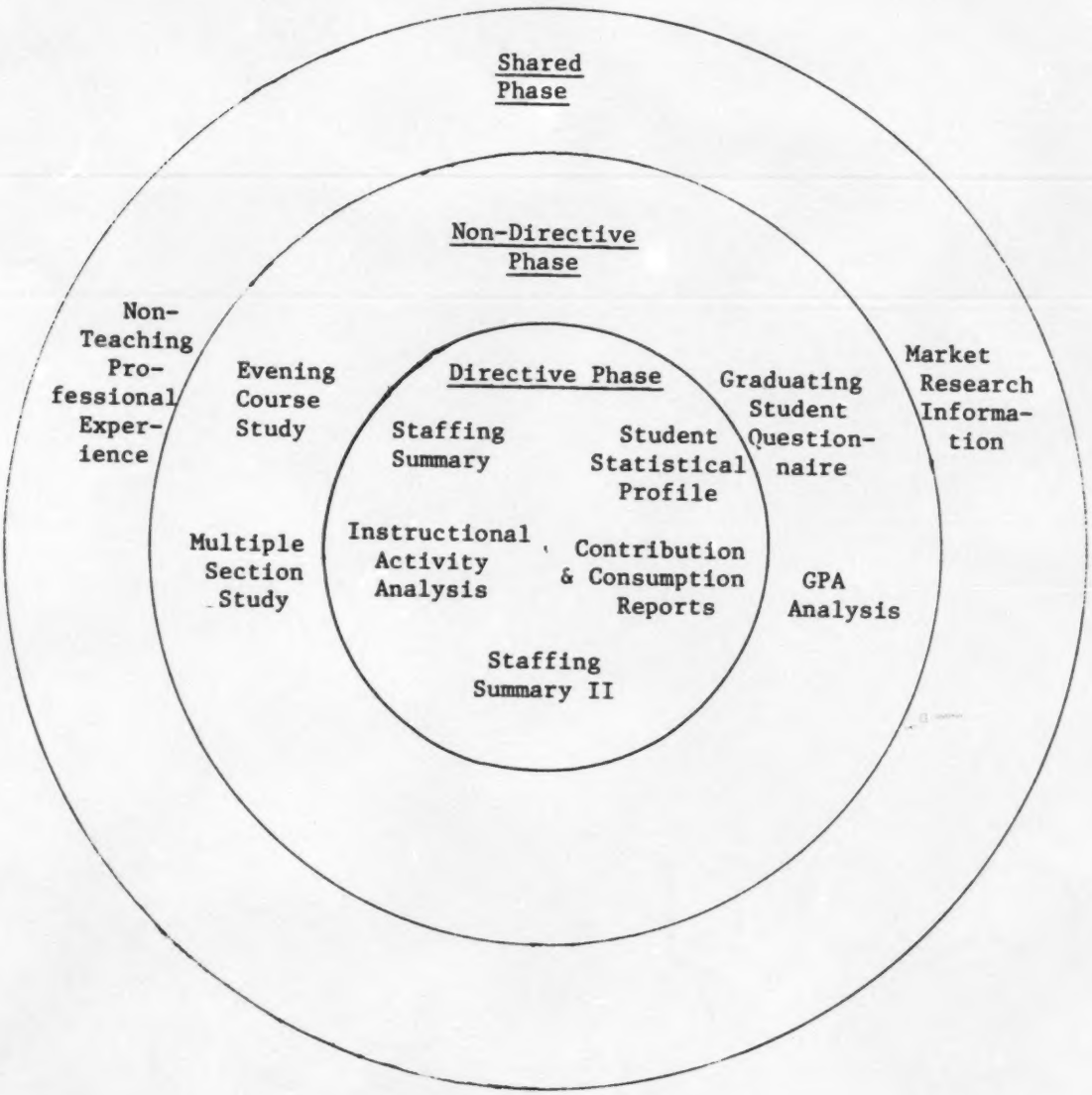
Shared Phase (July, 1978 to present)

While this phase is only at its inception, the academic community has asked for the evaluation and recording of related non-teaching professional experience by faculty members. A joint process is now underway for the accomplishment of this task and processing of the data. The institutional research component has proposed the incorporation of employment or market research oriented information into academic degree program planning. This action is scheduled for initiation during Spring Semester.

Figure #6

Current Information Resulting From

Pilot Implementation of all Phases



Summary

The primary role of institutional research during the 1980's will be the support of the academic planning process during a period of contraction and reallocation. The extent to which the required support is provided can be judged based upon stated criteria and will be influenced by several primary factors. The sequence for development of effective institutional research support of academic planning outlined in this paper has proved relatively successful on the campus of one regional university and provides a model which may be capable of generalization to other institutions.

APPENDIX A

MARSHALL UNIVERSITY STAFFING SUMMARY
FULL-TIME FACULTY
FALL SEMESTER 1977-78

RUN DATE 10/21/

DEPARTMENT NAME	TOTAL FACULTY IN FILE	NOTIFICATION DEC 15	NOTIFICATION MAR 1	NOTIFICATION 1-YR CONT	TENURE NUMBER	TENURE %	TENURE DECISION DATES SPRING 78	79	80	81	82	83	RANK PROF	%	ASOC	%	ASST	%	INST	%
ARTS & SCIENCES																				
BIBLE AND RELIGION	3	0	0	0	3	100	0	0	0	0	0	0	1	33	1	33	1	33	0	00
ECONOMICS	7	1	0	1	5	71	0	0	0	0	1	0	1	14	3	43	2	29	1	14
CRIMINAL JUSTICE	6	2	2	0	0	00	1	0	2	0	1	2	0	00	2	33	3	50	1	17
ENGLISH	31	1	0	0	30	97	0	0	0	0	1	0	4	13	10	32	16	52	1	03
HISTORY	8	1	0	0	7	88	0	0	0	0	1	0	3	38	2	25	3	38	0	00
JOURNALISM	8	2	0	0	4	50	0	0	2	0	2	0	2	25	3	38	2	25	1	13
MODERN LANGUAGES	10	3	0	0	6	60	1	0	0	0	3	0	1	10	1	10	6	60	2	20
PHILOSOPHY	3	0	0	0	3	100	0	0	0	0	0	0	1	33	2	67	0	00	0	00
POLITICAL SCIENCE	8	0	0	0	5	63	0	1	2	0	0	0	2	25	3	38	3	38	0	00
PSYCHOLOGY	11	2	1	0	5	45	1	0	0	2	2	1	1	09	2	18	7	64	1	09
SOCIOLOGY	15	2	0	0	6	40	1	0	2	4	2	0	3	20	3	20	5	33	4	27
SPEECH	21	1	1	1	16	76	0	0	0	2	1	1	5	24	5	24	10	48	1	05
CLASSICAL STUDIES	2	0	0	0	1	50	1	0	0	0	0	0	1	50	0	00	1	50	0	00
UNIVERSITY HONORS	0	0	0	0	0	00	0	0	0	0	0	0	0	00	0	00	0	00	0	00
COLLEGE TOTALS	133	15	4	2	91	68	5	1	8	8	14	4	25	19	37	28	59	44	12	09
COLLEGE OF EDUCATION																				
ART	9	0	1	0	7	78	0	0	1	0	0	1	0	00	1	11	7	78	1	11
CURRICULUM AND FOUNDATIONS	31	2	0	0	26	84	0	0	1	1	2	0	5	16	11	35	15	48	0	00
COUNSELING AND REHABILITATION	7	0	1	0	6	86	0	0	0	0	0	1	1	14	3	43	3	43	0	00
EDUCATIONAL ADMINISTRATION	3	0	0	0	3	100	0	0	0	0	0	0	2	67	1	33	0	00	0	00
EDUCATIONAL MEDIA	4	1	0	0	3	75	0	0	0	0	1	0	1	25	0	00	3	75	0	00
GEOGRAPHY	5	0	0	0	5	100	0	0	0	0	0	0	1	20	3	60	1	20	0	00
HOME ECONOMICS	5	0	1	0	4	80	0	0	0	0	0	1	1	20	2	40	1	20	1	20
MUSIC	20	1	1	0	18	90	0	0	0	0	1	1	7	35	9	45	4	20	0	00
PHYSICAL EDUCATION	18	1	0	0	14	78	0	0	0	2	1	0	1	06	4	22	12	67	1	06
SOCIAL STUDIES	8	0	0	0	8	100	0	0	0	0	0	0	2	25	2	25	4	50	0	00
OCCUPATIONAL,ADULT,SAFETY EDUC	7	0	3	0	3	43	0	0	0	0	0	3	1	14	1	14	5	71	0	00
COLLEGE TOTALS	117	5	7	0	97	83	0	0	2	3	5	7	22	19	37	32	55	47	3	03
BUSINESS AND APPLIED SCI																				
ACCOUNTING	10	3	0	1	4	40	0	0	0	2	3	0	0	00	5	50	2	20	3	30
COMPUTER SCIENCE	3	0	0	0	0	00	0	0	0	3	0	0	0	00	1	33	1	33	1	33
FINANCE	8	1	0	1	3	38	0	0	2	1	1	0	1	13	3	38	1	13	3	38
MANAGEMENT	9	0	4	0	4	44	0	0	0	0	0	4	1	11	2	22	3	33	3	33
MARKETING	5	0	1	0	1	20	0	0	2	0	0	1	1	20	1	20	1	20	2	40
OFFICE ADMINISTRATION	1	0	0	0	1	100	0	0	0	0	0	0	1	100	0	00	0	00	0	00
MILITARY SCIENCE	0	0	0	0	0	00	0	0	0	0	0	0	0	00	0	00	0	00	0	00
INTERDISCIPLINARY STUDIES	0	0	0	0	0	00	0	0	0	0	0	0	0	00	0	00	0	00	0	00
COLLEGE TOTALS	36	4	5	2	13	36	0	0	4	6	4	5	4	11	12	33	8	22	12	33

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FULL-TIME FACULTY
FALL SEMESTER 1977-78

RUN DATE 10/21

DEPARTMENT NAME	TOTAL FACULTY IN FILE	NOTIFICATION DEC 15	NOTIFICATION MAR 1	NOTIFICATION 1-YR CONT	TENURE NUMBER	TENURE %	TENURE DECISION DATES SPRING 78	79	80	81	82	83	RANK PROF	%	ASOC	%	ASST	%	INST	%
MEDICAL SCHOOL																				
NURSING	22	4	4	0	5	23	0	0	2	7	4	4	0	00	2	09	9	41	11	50
ANATOMY	0	0	0	0	0	00	0	0	0	0	0	0	0	00	0	00	0	00	0	00
BIOCHEMISTRY	0	0	0	0	0	00	0	0	0	0	0	0	0	00	0	00	0	00	0	00
BIOMEDICAL SCIENCES	0	0	0	0	0	00	0	0	0	0	0	0	0	00	0	00	0	00	0	00
MICROBIOLOGY	0	0	0	0	0	00	0	0	0	0	0	0	0	00	0	00	0	00	0	00
PHARMACOLOGY	0	0	0	0	0	00	0	0	0	0	0	0	0	00	0	00	0	00	0	00
PHYSIOLOGY	0	0	0	0	0	00	0	0	0	0	0	0	0	00	0	00	0	00	0	00
COLLEGE TOTALS	22	4	4	0	5	23	0	0	2	7	4	4	0	00	2	09	9	41	11	50
COMMUNITY COLLEGE																				
DIVISION OF BUSINESS	7	0	4	0	3	43	0	0	0	0	0	0	0	00	1	14	2	29	0	00
DIVISION OF TECHNOLOGY	4	0	2	0	2	50	0	0	0	0	0	0	0	00	0	00	2	50	0	00
DIVISION OF COMM/PUBLIC SER	1	0	1	0	0	00	0	0	0	0	0	0	0	00	0	00	0	00	0	00
DIVISION OF GENERAL STUDIES	1	1	0	0	0	00	0	0	0	0	0	0	0	00	0	00	0	00	0	00
DIVISION OF CONTINUING EDUC	0	0	0	0	0	00	0	0	0	0	0	0	0	00	0	00	0	00	0	00
DIVISION OF ALLIED HEALTH	0	0	0	0	0	00	0	0	0	0	0	0	0	00	0	00	0	00	0	00
DIVISION OF DEVELOPMENTAL STU	1	1	0	0	0	00	0	0	0	0	0	0	0	00	0	00	0	00	0	00
COLLEGE TOTALS	14	2	7	0	5	36	0	0	0	0	0	0	0	00	1	07	4	29	0	00
SCIENCE																				
BIOLOGICAL SCIENCES	23	2	0	0	18	78	0	0	2	0	2	0	5	22	3	13	13	57	2	09
CHEMISTRY	11	0	0	2	9	82	0	0	0	0	0	0	5	45	4	36	1	09	1	09
GEOLOGY	5	0	0	1	4	80	0	0	0	0	0	0	1	20	1	20	3	60	0	00
MATHEMATICS	15	1	2	0	10	67	2	0	0	0	1	2	2	13	4	27	9	60	0	00
PHYSICS AND PHYSICAL SCIENCE	8	0	0	1	7	88	0	0	0	0	0	0	0	00	6	75	2	25	0	00
CYTOTECHNOLOGY	0	0	0	0	0	00	0	0	0	0	0	0	0	00	0	00	0	00	0	00
MEDICAL TECHNOLOGY	0	0	0	0	0	00	0	0	0	0	0	0	0	00	0	00	0	00	0	00
MEDICAL LAB TECHNOLOGY	0	0	0	0	0	00	0	0	0	0	0	0	0	00	0	00	0	00	0	00
COLLEGE TOTALS	62	3	2	4	48	77	2	0	2	0	3	2	13	21	18	29	28	45	3	05
GRAND TOTALS	384	33	29	8	259	67	7	1	18	24	30	22	64	17	107	28	163	42	41	11

MARSHALL UNIVERSITY STAFFING SUMMARY
FULL-TIME FACULTY
FALL SEMESTER 1977-78

RUN DATE 10/21/

DEPARTMENT NAME	***** HIGHEST DEGREE *******								********** ETHNIC ORIGIN **********												***** SEX *****			
	DR	%	SPEC PROF	%	MA	%	BA LESS	%	WH	%	BLK	%	AMN IND	%	HSP	%	ASIAN	%	OTHR	%	MALE	%	FEMALE	%
ARTS & SCIENCES																								
BIBLE AND RELIGION	3	100	0	00	0	00	0	00	3	100	0	00	0	00	0	00	0	00	0	00	3	100	0	0
ECONOMICS	3	43	0	00	3	43	1	14	6	86	0	00	0	00	0	00	1	14	0	00	7	100	0	0
CRIMINAL JUSTICE	2	33	2	33	2	33	0	00	6	100	0	00	0	00	0	00	0	00	0	00	6	100	0	0
ENGLISH	15	48	0	00	16	52	0	00	30	97	0	00	0	00	0	00	1	03	0	00	17	55	14	4
HISTORY	7	88	0	00	1	13	0	00	8	100	0	00	0	00	0	00	0	00	0	00	7	88	1	1
JOURNALISM	2	25	0	00	5	63	1	13	8	100	0	00	0	00	0	00	0	00	0	00	7	88	1	1
MODERN LANGUAGES	3	30	0	00	7	70	0	00	8	80	1	10	0	00	1	10	0	00	0	00	5	50	5	5
PHILOSOPHY	3	100	0	00	0	00	0	00	3	100	0	00	0	00	0	00	0	00	0	00	3	100	0	0
POLITICAL SCIENCE	7	88	0	00	1	13	0	00	7	88	0	00	0	00	0	00	1	13	0	00	8	100	0	0
PSYCHOLOGY	10	91	0	00	1	09	0	00	11	100	0	00	0	00	0	00	0	00	0	00	8	73	3	2
SOCIOLOGY	9	60	1	07	5	33	0	00	12	80	2	13	0	00	0	00	1	07	0	00	10	67	5	3
SPEECH	11	52	0	00	10	48	0	00	21	100	0	00	0	00	0	00	0	00	0	00	13	62	8	3
CLASSICAL STUDIES	2	100	0	00	0	00	0	00	2	100	0	00	0	00	0	00	0	00	0	00	1	50	1	5
UNIVERSITY HONORS	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	0
COLLEGE TOTALS	77	58	3	02	51	38	2	02	125	94	3	02	0	00	1	01	4	03	0	00	95	71	38	2
COLLEGE OF EDUCATION																								
ART	0	00	0	00	9	100	0	00	9	100	0	00	0	00	0	00	0	00	0	00	5	56	4	4
CURRICULUM AND FOUNDATIONS	21	68	0	00	10	32	0	00	30	97	1	03	0	00	0	00	0	00	0	00	20	65	11	3
COUNSELING AND REHABILITATION	5	71	0	00	2	29	0	00	7	100	0	00	0	00	0	00	0	00	0	00	6	86	1	1
EDUCATIONAL ADMINISTRATION	3	100	0	00	0	00	0	00	3	100	0	00	0	00	0	00	0	00	0	00	3	100	0	0
EDUCATIONAL MEDIA	1	25	0	00	3	75	0	00	4	100	0	00	0	00	0	00	0	00	0	00	1	25	3	7
GEOGRAPHY	3	60	0	00	2	40	0	00	5	100	0	00	0	00	0	00	0	00	0	00	5	100	0	0
HOME ECONOMICS	3	60	0	00	2	40	0	00	5	100	0	00	0	00	0	00	0	00	0	00	0	00	5	10
MUSIC	9	45	0	00	11	55	0	00	20	100	0	00	0	00	0	00	0	00	0	00	17	85	3	1
PHYSICAL EDUCATION	10	56	0	00	8	44	0	00	18	100	0	00	0	00	0	00	0	00	0	00	11	61	7	3
SOCIAL STUDIES	7	88	0	00	1	13	0	00	8	100	0	00	0	00	0	00	0	00	0	00	7	88	1	1
OCCUPATIONAL,ADULT,SAFETY EDUC	5	71	0	00	2	29	0	00	7	100	0	00	0	00	0	00	0	00	0	00	7	100	0	0
COLLEGE TOTALS	67	57	0	00	50	43	0	00	116	99	1	01	0	00	0	00	0	00	0	00	82	70	35	3
BUSINESS AND APPLIED SCI																								
ACCOUNTING	1	10	1	10	8	80	0	00	10	100	0	00	0	00	0	00	0	00	0	00	9	90	1	1
COMPUTER SCIENCE	0	00	0	00	2	67	1	33	3	100	0	00	0	00	0	00	0	00	0	00	2	67	1	3
FINANCE	2	25	3	38	3	38	0	00	7	88	0	00	0	00	0	00	1	13	0	00	7	88	1	1
MANAGEMENT	4	44	0	00	5	56	0	00	7	78	0	00	0	00	0	00	2	22	0	00	7	78	2	2
MARKETING	2	40	0	00	3	60	0	00	5	100	0	00	0	00	0	00	0	00	0	00	4	80	1	2
OFFICE ADMINISTRATION	1	100	0	00	0	00	0	00	1	100	0	00	0	00	0	00	0	00	0	00	0	00	1	10
MILITARY SCIENCE	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	0
INTERDISCIPLINARY STUDIES	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	0
COLLEGE TOTALS	10	29	4	11	21	58	1	03	33	92	0	00	0	00	0	00	3	08	0	00	29	81	7	1

MARSHALL UNIVERSITY STAFFING SUMMARY
FULL-TIME FACULTY
FALL SEMESTER 1977-78

RUN DATE 10/21/

DEPARTMENT NAME	***** HIGHEST DEGREE *****								********** ETHNIC ORIGIN **********												***** SEX *****			
	DR	%	SPEC PROF	%	MA	%	BA LESS	%	WH	%	BLK	%	AMR IND	%	HSP	%	ASIAN	%	OTHR	%	MALE	%	FEMALE	
MEDICAL SCHOOL																								
NURSING	0	00	0	00	10	45	12	55	21	95	0	00	0	00	0	00	1	05	0	00	0	00	22	10
ANATOMY	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	0
BIOCHEMISTRY	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	0
BIOMEDICAL SCIENCES	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	0
MICROBIOLOGY	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	0
PHARMACOLOGY	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	0
PHYSIOLOGY	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	0
COLLEGE TOTALS	0	00	0	00	10	45	12	55	21	95	0	00	0	00	0	00	1	05	0	00	0	00	22	10
COMMUNITY COLLEGE																								
DIVISION OF BUSINESS	1	14	0	00	5	71	1	14	7	100	0	00	0	00	0	00	0	00	0	00	3	43	4	5
DIVISION OF TECHNOLOGY	0	00	0	00	3	75	1	25	4	100	0	00	0	00	0	00	0	00	0	00	4	100	0	0
DIVISION OF COMM/PUBLIC SER	0	00	1	100	0	00	0	00	0	00	1	100	0	00	0	00	0	00	0	00	0	00	1	10
DIVISION OF GENERAL STUDIES	0	00	0	00	1	100	0	00	1	100	0	00	0	00	0	00	0	00	0	00	0	00	1	10
DIVISION OF CONTINUING EDUC	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	0
DIVISION OF ALLIED HEALTH	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	0
DIVISION OF DEVELOPMENTAL STU	0	00	0	00	1	100	0	00	1	100	0	00	0	00	0	00	0	00	0	00	0	00	1	10
COLLEGE TOTALS	1	07	1	07	10	71	2	14	13	93	1	07	0	00	0	00	0	00	0	00	7	50	7	5
SCIENCE																								
BIOLOGICAL SCIENCES	16	70	0	00	7	30	0	00	23	100	0	00	0	00	0	00	0	00	0	00	20	87	3	1
CHEMISTRY	11	100	0	00	0	00	0	00	9	82	0	00	0	00	0	00	2	18	0	00	11	100	0	0
GEOLOGY	5	100	0	00	0	00	0	00	5	100	0	00	0	00	0	00	0	00	0	00	4	80	1	2
MATHEMATICS	13	87	0	00	2	13	0	00	14	93	0	00	0	00	0	00	1	07	0	00	15	100	0	0
PHYSICS AND PHYSICAL SCIENCE	5	63	0	00	3	38	0	00	8	100	0	00	0	00	0	00	0	00	0	00	8	100	0	0
CYTOTECHNOLOGY	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	0
MEDICAL TECHNOLOGY	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	0
MEDICAL LAB TECHNOLOGY	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	00	0	0
COLLEGE TOTALS	50	81	0	00	12	19	0	00	59	95	0	00	0	00	0	00	3	05	0	00	58	94	4	6
GRAND TOTALS	205	53	8	02	154	40	17	04	367	96	5	01	0	00	1	00	11	03	0	00	271	71	113	29

APPENDIX B

MARSHALL UNIVERSITY
INSTRUCTIONAL ACTIVITY ANALYSIS
SPRING SESSION 1978
TOTAL INSTRUCTIONAL PROGRAM

DISCIPLINE OR DEPARTMENT	* FULL TIME EQUIVALENT FACULTY ASSIGNED	STUDENT CREDIT HOURS PRODUCED	STUDENT CREDIT HOURS PRODUCED PER FTE FACULTY	INSTRUCTIONAL COST PER STUDENT CREDIT HOUR	** AVERAGE SECTION ENROLLMENT	** AVERAGE HOURS TAUGHT PER FTE	** TOTAL SECTIONS TAUGHT	** SECTIONS ENROLLED LESS THAN [illegible]
< COLLEGE OF LIBERAL ARTS >								
BIBLE & RELIGION	3.43	1043	304.53	27.17	23.18	13.72	17	3
ECONOMICS	7.00	2074	410.57	19.40	30.85	11.14	20	0
CRIMINAL JUSTICE	6.00	1404	234.92	34.39	17.33	13.50	27	8
ENGLISH	30.40	7984	262.63	29.11	22.45	11.45	110	5
HISTORY	8.31	2557	307.66	25.97	26.77	11.55	31	3
JOURNALISM	7.00	1461	208.77	44.51	19.45	9.57	22	3
MODERN LANGUAGES	10.00	2249	224.94	30.26	17.44	12.95	43	9
PHILOSOPHY	2.00	598	299.30	34.28	22.00	13.51	9	2
POLITICAL SCI	6.89	2059	298.71	26.54	26.60	11.03	25	2
PSYCHOLOGY	10.83	4275	394.85	19.56	32.65	11.08	40	4
SOCIOLOGY	12.83	4221	329.10	24.62	28.09	12.29	53	9
SPEECH	17.77	5191	292.07	27.67	20.21	13.10	80	8
CLASSICAL STUD	2.00	471	235.26	36.20	15.30	14.99	10	4
UNIVERSITY HONOR	0.34	90	263.16	29.84	0.00	0.00	0	0
* COLLEGE TOTAL *	124.86	36477	292.14	27.14	23.56	11.93	499	80
< COLLEGE OF EDUCATION >								
ART	8.15	2447	300.28	23.40	20.94	11.17	32	4
CURRCLM & FOUND	32.80	9320	284.19	30.07	21.12	9.42	110	15
COUNSLNG & REHAB	6.20	1393	224.64	35.98	20.58	9.84	19	2
EDUCATIONAL ADMN	3.55	534	150.48	69.31	19.00	6.76	8	0
EDUCATION MEDIA	4.00	663	165.71	47.99	18.83	12.60	18	11
GEOGRAPHY	5.00	1575	314.94	29.31	25.80	14.20	20	2
HOME ECONOMICS	5.40	1090	202.00	42.91	19.81	9.27	14	2
MUSIC	18.50	2437	131.77	66.46	10.20	6.55	69	27
HEALTH/PE/RECR	17.47	4187	239.64	33.44	21.03	10.76	113	9
SOCIAL STUDIES	8.00	3120	390.00	24.83	32.50	12.00	32	2
OCC/ADULT/SAF ED	7.60	1975	259.94	29.54	12.26	14.36	39	23
* COLLEGE TOTAL *	116.71	28741	246.27	34.13	20.81	9.94	476	97
< COLLEGE OF BUSINESS >								
ACCOUNTING	10.00	3603	360.34	23.83	29.27	12.36	41	1
COMPUTER SCIENCE	3.30	1586	480.46	14.95	31.68	12.42	19	4
FINANCE	7.80	2793	358.08	20.80	32.03	11.15	24	0
MANAGEMENT	8.20	3014	367.56	24.57	29.35	12.44	34	0
MARKETING	5.47	2026	370.45	21.39	29.30	12.62	23	1
OFFICE ADMN	1.00	51	51.00	30.69	17.00	3.00	1	0
MILITARY SCIENCE	0.04	286	7729.73	0.01	10.54	783.78	13	8
* COLLEGE TOTAL *	35.84	13359	372.78	21.04	26.48	12.69	100	14

MARSHALL UNIVERSITY
INSTRUCTIONAL ACTIVITY ANALYSIS
SPRING SEMESTER 1978
TOTAL INSTRUCTIONAL PROGRAM

DISCIPLINE OR DEPARTMENT	* FULL TIME EQUIVALENT FACULTY ASSIGNED	STUDENT CREDIT HOURS PRODUCED	STUDENT CREDIT HOURS PRODUCED PER FTE FACULTY	INSTRUCTIONAL COST PER STUDENT CREDIT HOUR	** AVERAGE SECTION ENROLLMENT	** AVERAGE HOURS TAUGHT PER FTE	** TOTAL SECTIONS TAUGHT	** SECTIONS ENROLLING LESS THAN TEN
< MEDICAL SCHOOL >								
NURSING	20.99	1769	84.28	82.56	11.35	8.05	49	31
ANATOMY	1.00	32	32.00	137.50	8.00	4.00	1	1
BIOCHEMISTRY	1.03	22	21.30	209.93	3.00	7.74	2	2
BIOMEDICAL SCI	0.17	6	35.93	406.25	6.00	5.99	1	1
PHYSIOLOGY	0.46	49	106.52	135.37	6.75	15.22	4	4
* COLLEGE TOTAL *	23.67	1878	79.34	87.40	10.58	7.98	57	39
< COMMUNITY COLLEGE >								
DIV OF BUSINESS	11.56	3792	328.08	18.16	17.50	18.88	76	21
DIV OF TECHNOLGY	5.32	928	174.50	36.00	11.93	14.29	29	11
DIV CON/PUB SERV	4.13	1285	311.14	13.90	18.64	18.46	25	2
DIV OF GEN STUD	5.06	1593	314.95	14.47	23.76	13.68	25	1
DIV OF CONT EDUC	0.40	39	97.50	35.90	6.50	15.00	2	1
DIV DEVLP STUD	0.76	132	173.00	34.49	11.00	15.73	4	1
* COLLEGE TOTAL *	27.25	7769	285.08	19.20	17.35	16.48	161	37
< COLLEGE OF SCIENCE >								
BIOLOGICAL SCI	22.80	6633	290.95	28.97	20.12	13.60	78	4
CHEMISTRY	10.00	2907	290.58	29.42	29.50	9.60	34	5
GEOLOGY	4.00	1145	286.04	24.96	25.80	9.93	20	3
MATHEMATICS	15.00	5891	392.81	19.65	27.89	13.84	62	7
PHYSICS/PHYS SCI	7.00	1560	222.79	35.68	18.62	10.43	39	5
CYTOTECHNOLOGY	0.00	48	2000.00	0.01	4.00	3000.00	4	4
MEDICAL TECHNLGY	0.01	168	3600.00	0.00	12.00	2800.00	3	0
MEDICAL LAB TECH	0.01	208	8909.09	0.00	13.00	1454.55	3	0
* COLLEGE TOTAL *	58.86	18560	315.33	25.02	23.19	13.05	243	28
** GRAND TOTAL **	386.96	106784	275.96	26.37	22.08	11.66	1596	275

* INCLUDES ALL FACULTY FTE ASSIGNED TO ACADEMIC ADMINISTRATION, RESIDENT TEACHING AND DEPARTMENTAL RESEARCH, AND ACADEMIC SUPPORT UNLESS RELEASED THROUGH OFFICE OF THE PRESIDENT.

** DOES NOT INCLUDE SECTIONS WITH SPECIAL CLASS CODES (INDEPENDENT STUDY, APPLIED MUSIC, FIELD EXPERIENCE, ETC.). COMBINES SPLIT COURSE NUMBERED SECTIONS (400-500) INTO SECTION ORIGINALLY HAVING HIGHEST ENROLLMENT.

APPENDIX C

MARSHALL UNIVERSITY
STAFFING SUMMARY II
FALL SEMESTER 1977-78

DATE: 03/1

DEPARTMENTAL EXAMPLE

NAME	ACADEMIC RANK	HIGHEST ADVANCED DEGREE	DATE OF DEGREE	TOTAL YEARS EXPER	SEX	** 9 MONTH SALARIES ** 77-78	76-77	75-76	** INITIAL EMPLOYME DATE	R
H	PROFESSOR	DOCTORATE DEGREE	1961	27	M	$21,510	$20,520	$19,440	09/66	$13
R	PROFESSOR	DOCTORATE DEGREE	1959	22	M	$20,340	$19,530	$18,450	09/55	$3
P	PROFESSOR	DOCTORATE DEGREE	1967	16	M	$21,150	$20,250	$19,170	09/69	$14
K	PROFESSOR	DOCTORATE DEGREE	1963	14	M	$18,540	$17,730	$16,650	09/65	$8
T	PROFESSOR	DOCTORATE DEGREE	1946	9	M	$20,340	$19,710	$18,630	08/71	$15
F	PROFESSOR	MASTER DEGREE	1940	31	M	$18,990	$18,180	$17,106	09/46	$2
R	ASSOCIATE PROFESSOR	DOCTORATE DEGREE	1971	15	M	$20,280	$19,980	$18,900	08/72	$15
L	ASSOCIATE PROFESSOR	DOCTORATE DEGREE	1973	9	M	$17,370	$16,560	$15,480	09/69	$10
X	ASSOCIATE PROFESSOR	DOCTORATE DEGREE	1974	5	M	$18,450	$17,640	$16,560	08/75	$16
W	ASSOCIATE PROFESSOR	MASTER DEGREE	1956	21	M	$18,540	$18,000	$16,920	09/56	$3
N	ASSISTANT PROFESSOR	DOCTORATE DEGREE	1972	7	M	$14,310	$13,590	$12,510	09/70	$8
D	ASSISTANT PROFESSOR	DOCTORATE DEGREE	1973	4	M	$17,190	$16,380	$15,300	08/73	$13
O	ASSISTANT PROFESSOR	SPECIAL PROFESSIONAL	1970	6	M	$14,850	$14,040	$12,960	08/71	$9
C	ASSISTANT PROFESSOR	MASTER DEGREE	1963	12	F	$13,500	$12,780	$11,700	09/65	$5
O	ASSISTANT PROFESSOR	MASTER DEGREE	1967	10	F	$13,230	$12,600	$11,520	09/67	$6
J	ASSISTANT PROFESSOR	MASTER DEGREE	1963	8	M	$14,940	$0	$0	08/77	$14
E	ASSISTANT PROFESSOR	MASTER DEGREE	1973	5	F	$15,002	$0	$0	09/77	$15
U	ASSISTANT PROFESSOR	MASTER DEGREE	1972	2	M	$13,140	$12,510	$0	08/76	$12
M	ASSISTANT PROFESSOR	MASTER DEGREE	1974	0	F	$15,002	$0	$0	10/77	$15
I	ASSISTANT PROFESSOR	MASTER DEGREE	1975	0	M	$13,140	$0	$0	08/77	$13
S	INSTRUCTOR	MASTER DEGREE	1973	3	F	$11,520	$11,096	$10,016	08/72	$8
A	INSTRUCTOR	MASTER DEGREE	1974	1	M	$12,330	$0	$0	08/77	$12
V	INSTRUCTOR	MASTER DEGREE	1974	0	F	$11,016	$0	$0	08/77	$11
G	INSTRUCTOR	BACHELOR DEGREE	1962	0	F	$10,800	$0	$0	08/77	$10
T	OTHER	MASTER DEGREE	1973	1	F	$12,420	$10,620	$0	07/76	$10

APPENDIX D

MARSHALL UNIVERSITY
SPRING SEMESTER 1977-78
STUDENT STATISTICAL PROFILE
LOCAL MAJORS

DATE: 02/10

TOTAL UNIVERSITY

CHARACTERISTICS	FRESHMAN		SOPHOMORE		JUNIOR		SENIOR		UNCLASSIFIED		TOTAL UNDERGRADUATE		GRADUATE		TOTAL UNIVERSI
	NO.	PERCT	NO.	PERCT	NO.	PERCT	NO.	PERCT	NO.	PERCT	NO.	PERCT	NO.	PERCT	NO.	PERC
NUMBER OF STUDENTS	2858	29 %	1614	17 %	1236	13 %	1464	15 %	254	3 %	7426	76 %	2348	24 %	9774	100
STUDENT STATUS																
FIRST-TIME	289	10 %	1	0 %	0	0 %	2	0 %	29	11 %	321	4 %	201	9 %	522	5
CONTINUING	2196	77 %	1441	89 %	1163	94 %	1375	94 %	165	65 %	6340	85 %	1702	72 %	8042	82
TRANSFERING	81	3 %	51	3 %	22	2 %	5	0 %	3	1 %	162	2 %	0	0 %	162	2
RETURNING	155	5 %	90	6 %	43	3 %	72	5 %	30	12 %	390	5 %	290	12 %	680	7
UNIDENTIFIED	137	5 %	31	2 %	8	1 %	10	1 %	27	11 %	213	3 %	155	7 %	368	4
ENROLLMENT STATUS																
FULL TIME	1840	64 %	1285	80 %	1025	83 %	1115	76 %	75	30 %	5340	72 %	465	20 %	5805	59
PART TIME	1018	36 %	329	20 %	211	17 %	349	24 %	179	70 %	2086	28 %	1883	80 %	3969	41
GENDER																
MALE	1266	44 %	778	48 %	621	50 %	748	51 %	125	49 %	3538	48 %	1049	45 %	4587	47
FEMALE	1592	56 %	836	52 %	615	50 %	716	49 %	129	51 %	3888	52 %	1299	55 %	5187	53
RESIDENCY																
NUMBER AVAILABLE	2715	95 %	1601	99 %	1231	100 %	1461	100 %	242	95 %	7250	98 %	2019	86 %	9269	95
OUT OF STATE	339	12 %	185	11 %	160	13 %	188	13 %	20	8 %	892	12 %	326	14 %	1218	12
INSTATE	2376	83 %	1416	88 %	1071	87 %	1273	87 %	222	87 %	6358	86 %	1693	72 %	8051	82
CABELL COUNTY	1156	40 %	579	36 %	443	36 %	492	34 %	145	57 %	2815	38 %	767	33 %	3582	37
KANAWHA COUNTY	292	10 %	186	12 %	125	10 %	169	12 %	15	6 %	787	11 %	169	7 %	956	10
WAYNE COUNTY	227	8 %	158	10 %	116	9 %	144	10 %	30	12 %	675	9 %	182	8 %	857	9
OTHER COUNTY	701	25 %	493	31 %	387	31 %	468	32 %	32	13 %	2081	28 %	575	24 %	2656	27

MARSHALL UNIVERSITY
SPRING SEMESTER 1977-78
STUDENT STATISTICAL PROFILE
LOCAL MAJORS

PAGE NO:
DATE: 02

TOTAL UNIVERSITY

CHARACTERISTICS	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR	UNCLASSIFIED	TOTAL UNDERGRADUATE	GRADUATE	TOT UNIVE
AGE								
NUMBER AVAILABLE	2761	1587	1213	1437	239	7237	2182	9419
AVERAGE	22.88	21.52	22.57	23.44	29.82	22.87	30.99	24.
STANDARD DEVIATION	7.99	4.87	5.10	4.43	10.91	6.62	8.55	7.
CUMULATIVE HOURS TAKEN								
NUMBER AVAILABLE	2337	1573	1225	1450	179	6764	1760	8524
AVERAGE	12.35	40.92	72.72	112.87	39.77	52.20	19.07	45.
STANDARD DEVIATION	5.72	10.97	12.82	17.03	38.58	40.23	15.10	38.
CUMULATIVE GRADE PT. AVERAGE								
AVERAGE	2.41	2.46	2.60	2.74	2.84	2.54	3.46	2.
STANDARD DEVIATION	0.94	0.65	0.57	0.54	0.78	0.75	0.47	0.
AVERAGE HRS CURRENT SEMESTER	11.65	13.69	14.26	13.48	7.57	12.74	5.26	10.9
PRE-ENROLLMENT DATA								
HIGH SCHOOL GRADE PT AVERAGE								
NUMBER AVAILABLE	1495	1178	828	1008	67	4576	61	4637
AVERAGE	2.89	2.90	2.92	2.90	3.06	2.90	2.87	2.9
STANDARD DEVIATION	0.65	0.65	0.63	0.64	0.67	0.65	0.55	0.6
AMERICAN COLLEGE TEST SCORES								
NUMBER AVAILABLE	1131	1169	857	984	72	4213	421	4634
ENGLISH AVERAGE	17.65	18.10	18.50	19.08	18.13	18.29	19.48	18.4
MATHEMATICS AVERAGE	15.81	16.44	17.40	19.15	17.04	17.03	18.74	17.1
SOCIAL SCIENCE AVERAGE	16.99	17.41	18.70	19.67	16.82	18.08	19.89	18.2
NATURAL SCIENCE AVERAGE	20.43	20.69	21.13	21.75	20.39	20.95	20.46	20.9
COMPOSITE AVERAGE	17.75	18.22	19.14	20.04	18.00	18.70	19.75	18.8

APPENDIX E

SU84-01
SPRG 78 SEGMENT = STUDENT MAJOR

MARSHALL UNIVERSITY
CONSUMPTION REPORT

ACTIVITY=1.1, SPRG SEMESTER 78 04/10/78

		PERCENT MAJOR	TOTAL UNITS DISC	STUDENT UNITS	UNITS PER F.T.E.	..... ENROLLMENTS ..... F.T.E.	HEADCOUNT	FULL-TIME	PART-TIME
220b GEOGRAPHY									
LOLS LOWER LEVEL									
	BR BIBLE & RELIGION	.70	.20	2.00	.41				
	ENG ENGLISH	2.20	.10	6.00	1.22				
	FRN FRENCH	1.10	.50	3.00	.61				
	GEO GEOGRAPHY	11.40	2.00	31.00	6.29				
	GLY GEOLOGY	1.10	.30	3.00	.61				
	HST HISTORY	4.40	.50	12.00	2.43				
	MS MILITARY SCIENCE	.70	.70	2.00	.41				
	MTH MATHEMATICS	1.10	.10	3.00	.61				
	PSY PSYCHOLOGY	1.10	.10	3.00	.61				
	SOS SOCIAL STUDIES	1.10	.10	3.00	.61				
	SPH SPEECH	1.10	.10	3.00	.61				
	SPN SPANISH	1.10	.20	3.00	.61				
LOLS LOWER LEVEL		27.20		74.00	15.01	4.93	5	4	1
UPLS UPPER LEVEL									
	ANT ANTHROPOLOGY	1.10	.40	3.00	.23				
	ART ART	1.10	.10	3.00	.23				
	BOT BOTANY	1.50	.60	4.00	.30				
	BR BIBLE & RELIGION	1.60	.50	5.00	.38				
	BSC BIOLOGICAL SCI	4.40	.20	12.00	.91				
	CHM CHEMISTRY	1.10	.10	3.00	.23				
	CI CURRICULUM INST	1.10		3.00	.23				
	EDF EDUCATIONAL FNDN	1.10	.10	3.00	.23				
	ENG ENGLISH	5.50	.20	15.00	1.14				
	GEO GEOGRAPHY	36.80	6.30	100.00	7.58				
	GLY GEOLOGY	3.70	.90	10.00	.76				
	HE HEALTH EDUCATION	1.10	.20	3.00	.23				
	HST HISTORY	2.20	.20	6.00	.45				
	LAT LATIN	1.10	2.20	3.00	.23				
	MS MILITARY SCIENCE	1.10	1.00	3.00	.23				
	MUS MUSIC	.70	.10	2.00	.15				
	PE PHYSICAL EDUC	.40		1.00	.08				
	PS PHYSICAL SCIENCE	1.50	.70	4.00	.30				
	SOS SOCIAL STUDIES	1.10	.10	3.00	.23				
	SPH SPEECH	1.10	.10	3.00	.23				
	SPN SPANISH	2.20	.50	6.00	.45				
	ZOO ZOOLOGY	1.10	.30	3.00	.23				
UPLS UPPER LEVEL		72.80		198.00	15.00	13.20	15	11	4
220b GEOGRAPHY		100.00		272.00	15.00	18.13	20	15	5

APPENDIX F

SPRING SEMESTER 1977-78 EVENING COURSE STUDY DATE RUN 05/25/78 PAGE

COLLEGE OF SCIENCE

SECT	DEP	NO	CLASS FR	SU	JR	SR	GR	UN	SEX MEN	WOMEN	COLLEGE LA	EDU	GRA	BUS	MED	COM	CS	RBA	FULL-TIME FT	PART-TIME PT	TOT	LIMIT	DEPT CODE
5420	PHY	204	0	4	5	8	0	0	14	3	2	3	0	0	0	0	12	0	15	2	17	18	28
5516	PS	400	1	0	8	14	2	2	17	10	6	15	2	0	0	1	3	0	19	8	27	40	28
8316	PS	500	0	0	0	0	4	0	3	1	0	0	4	0	0	0	0	0	0	4	4	10	28
DEPT TOTALS			1	4	13	22	6	2	34	14	8	18	6	0	0	1	15	0	34	14	48		
COLLEGE TOTALS			108	60	67	106	64	19	290	134	87	49	64	81	3	24	109	7	223	201	424		
UNIVERSITY TOTALS			1780	904	733	1082	2458	219	3824	3352	1131	913	2458	1087	69	1073	349	96	3650	3526	7176		

APPENDIX G

MULTIPLE SECTION STUDY
ACADEMIC YEAR 1978

DEPARTMENT: ACC

COURSE NUMBER: 215

TITLE: PRINCIPLES OF ACCOUNTING

	COMPARATIVE DATA ELEMENT	SPRING 1978
0	TOTAL NUMBER OF SECTIONS	7
0	BEGINNING BEFORE 4:30 PM	6
0	BEGINNING 4:30 PM OR LATER	1
0	AVERAGE SECTION SIZE	43
0	BEGINNING BEFORE 4:30 PM	43
0	BEGINNING 4:30 PM OR LATER	48
0	AVERAGE SECTION LIMIT	40
0	NUMBER OF SECTIONS WITH LESS THAN 75% OF LIMIT	0
0	NUMBER OF SECTIONS WITH LESS THAN 10 STUDENTS	0
0	BEGINNING BEFORE 4:30 PM	0
0	BEGINNING 4:30 PM OR LATER	0

APPENDIX H

PROGRAM: INS0021

MARSHALL UNIVERSITY COMPUTER CENTER
GRADE DISTRIBUTION FOR GPA ANALYSIS
SPRING 1978

RUN DATE: 08/16/78

COLLEGE OF LIBERAL ARTS

DEPT	COURSE	SECTION	CH HRS	GRADE POINT AVERAGE	DISTRIBUTION A	B	C	D	F	WF	WP	W	I	CR	NC	AUD	OTHER	TOTAL
FRN	101	3200	00	2.53	3	6	6	1	1	0	6	7	0	1	0	0	0	31
FRN	101			2.53	3	6	6	1	1	0	6	7	0	1	0	0	0	31
FRN	102	3201	00	1.86	1	2	6	4	0	1	0	8	0	1	4	1	0	28
FRN	102	3202	00	2.31	2	6	4	3	1	0	0	6	0	1	2	0	0	25
FRN	102	3203	00	2.07	2	4	3	3	1	1	0	8	1	1	0	0	0	24
FRN	102	3204	00	2.44	1	4	3	0	1	0	0	3	0	3	0	1	0	16
FRN	102			2.15	6	16	16	10	3	2	0	25	1	6	6	2	0	93
FRN	203	3205	00	1.56	0	3	2	1	3	0	1	5	0	1	2	0	0	18
FRN	203	3211	00	2.67	0	5	0	1	0	0	0	2	0	1	1	0	0	10
FRN	203			2.00	0	8	2	2	3	0	1	7	0	2	3	0	0	28
FRN	204	3206	00	3.25	1	3	0	0	0	0	0	4	0	3	5	1	0	17
FRN	204	3207	00	2.50	1	3	3	1	0	0	0	1	0	5	1	0	0	15
FRN	204	3208	00	2.00	1	0	0	0	1	0	0	0	0	6	0	0	0	8
FRN	204			2.64	3	6	3	1	1	0	0	5	0	14	6	1	0	40
FRN	406	3209	00	3.67	2	1	0	0	0	0	1	0	0	0	0	0	0	4
FRN	406			3.67	2	1	0	0	0	0	1	0	0	0	0	0	0	4
FRN	480	3210	00	.00	0	0	0	0	0	0	1	0	0	0	0	0	0	1
FRN	480			.00	0	0	0	0	0	0	1	0	0	0	0	0	0	1
TOTAL FRN				2.30	14 7%	37 19%	27 14%	14 7%	8 4%	2 1%	9 5%	44 22%	1 1%	23 12%	15 8%	3 2%	0 0%	197